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ABSTRACT

Advice for foreign students about postsecondary education in the United States is presented. An overview of U.S. education covers postsecondary levels, accreditation, the academic year, and courses and grades. Steps that should be taken before applying for admission include using existing information, selecting programs and institutions, and requesting materials from selected institutions. One resource is the Foreign Student Information Clearinghouse, a computerized service that can help identify U.S. institutions. Included is a list of Clearinghouse processing centers in 20 countries. Information is also provided on: the application process, records of previous education, and English proficiency tests. Locations throughout the world where students can register for the Test of English as a Foreign Language are listed. Also briefly covered are: student qualifications, academic entrance examinations, interviews, financial aid forms, obtaining visas, and orientation programs. Appended are a checklist for foreign student applicants, a glossary of common terms, and a list of resource materials on U.S. postsecondary education, many of which are available in overseas agencies and centers. (SW)

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Entering Higher Education in the United States

A Guide for Students from Other Countries

Revised Edition, 1985

The College Board

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Foreword

This booklet has been designed for students overseas who want to study in the United States. Its purpose is to provide information about higher education in the United States.

Although the College Board believes this booklet will serve foreign students well, it recognizes that some questions may be left unanswered. For the best information, students should direct inquiries to organizations listed in this booklet or to specific institutions in which they have an interest. The College Board does not directly advise students about admissions, financial aid, choices of institution, or programs of study.

This booklet marks the fifth edition of *Entering Higher Education in the United States*, the first having been published in 1969. The current edition was updated and revised by Stan Berry, Past Chairman of the College Board Advisory Committee on International Education, with advice and suggestions from members of the committee. A list of members appears on the following pages.

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Introduction

More than 11 million students are currently attending over 3,000 colleges, universities, and other postsecondary education institutions in the United States. Over three hundred thousand students are from foreign countries. The United States is attractive to foreign students for many reasons. The number and variety of institutions and fields of study offer a wide range of opportunities.

Institutions of higher education in the United States welcome foreign students. The presence of these students helps to promote international understanding and, in the long run, makes for a more orderly and peaceful world. In addition, American education is enriched by the academic and cultural contribution of foreign students.

Not every student overseas can or should attend college in the United States, and this booklet is not intended to promote education in this country. Rather, its purpose is to acquaint the foreign student with the diversity of American institutions and programs, where one can turn to learn more about them, and the graduate and undergraduate admissions process.

The booklet contains several reference sections useful to the prospective student: a glossary that explains some terms often used in the United States educational system, and a list of selected resource materials on postsecondary education in the United States, many of which are available in overseas agencies and centers.

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1. Postsecondary Education in the United States

The structure of education in the United States differs notably from that of many other countries. Foreign students interested in studying here should have a general understanding of its levels and the terms describing it. (See chart, page 50.)

Postsecondary education begins at about age 18 after 12 years of elementary and secondary school. It is offered at several types of institutions described below, but the general term used in the United States for all postsecondary institutions is "college." The term "university" describes institutions with a college of liberal arts, one or more academic colleges, and a program of postgraduate study. Neither term should be considered significant in assessing the quality or stature of an institution.

Postsecondary Institutions

The first level of postsecondary education is termed undergraduate and includes the four years (sometimes five) required to earn a bachelor's degree. Some students will obtain an intermediate certificate, known as an associate degree, normally offered by two-year community colleges. Undergraduate students are classified as freshmen in their first year, sophomores in their second, juniors in their third, and seniors in their fourth, depending not only on the number of years in college but also on the number of courses completed or credits earned. Undergraduate education in the United States is intended in part to produce well-informed, articulate citizens. As a result, a significant part of most undergraduate programs is of a general nature and includes a blend of courses in the arts, humanities, social sciences, and natural sciences. Another significant part of most undergraduate programs concentrates on one field of study, known as the "major." Specialized training in one particular subject area usually takes place at the graduate level.

Graduate study, called postgraduate work in many areas of the world, is education beyond a bachelor's degree. Graduate students are those pursuing a master's, doctoral, professional, or special advanced degree. While the number of years required to earn advanced degrees depends on the

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particular college, field of study, and nature of the curriculum, students usually spend a year or two studying for a master's degree, three or more years for a doctoral degree, and three or more years for professional degrees such as law, dentistry, medicine, veterinary medicine, and pharmacology, etc.

Universities. Universities are academic institutions that include one or more undergraduate college, as well as any number of graduate and professional schools, i.e., schools offering study for a single profession, such as medicine or law. In other countries, many professions are studied immediately following secondary school, while in the United States they are studied only after two, three, or four years of college. Pharmacy, medicine, dentistry, law, and veterinary medicine are examples. *Very few professional schools admit students from other countries directly into their degree programs.*

Four-year Colleges. Four-year colleges are undergraduate institutions offering academic programs leading to a bachelor's degree. In addition to arts and sciences, many colleges offer degrees in business administration, education, nursing, and a variety of technological programs. There are approximately 1,800 undergraduate colleges in the United States.

Institutes of Technology. Institutes of technology, or polytechnic institutes, offer specialized programs in the sciences and engineering in addition to basic sciences and liberal arts. These institutes, many of them highly regarded in the United States, usually offer undergraduate and graduate degrees.

Two-year Community and Junior Colleges. Community and junior colleges are undergraduate institutions offering up to two years of academic instruction beyond secondary school, which includes many occupational programs as well as preparation for transfer to degree-granting colleges. Programs vary in length from a few months to two years. Most programs lead to certificates or associate degrees. Occupational programs prepare students for immediate employment in many technical or paraprofessional fields. Transfer programs at two-year colleges prepare students to complete study for a bachelor's degree at four-year institutions.

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Most two-year colleges are relatively small and offer low tuition charges. About 12 percent of the foreign students in the United States attend community and junior colleges.

Proprietary Schools. Thousands of privately owned schools and colleges in the United States are operated primarily for financial profit to their owners. Although now becoming increasingly diverse in their offerings, they typically offer technical or semiprofessional training.

Most postsecondary students from other countries attend two-year or four-year colleges when they come to the United States to study. But as the need for technically trained personnel in countries overseas has increased, the number of proprietary schools in the United States, along with their quality and diversity, has risen rapidly. This may mean that more students from overseas will wish to consider what proprietary schools have to offer them.

Sometimes these schools make unsubstantiated claims about what they do, so students should investigate carefully before they make plans to study in one. Although there are reputable proprietary schools that are not accredited (see explanation below), and there is some variation in quality among those that are, in general it is wiser to study in a proprietary school that has been accredited.

Accreditation

In the United States, educational institutions have great autonomy as contrasted to the centralized control of education common in most other educational systems. The United States is the only country in the world where educational institutions are accredited not by the government but by committees of educators and other private citizens. Institutions are visited regularly by committees appointed by six regional accrediting associations. Results of these investigative visits are reported to the associations, and lists of institutions that meet the established standards are periodically issued by the accrediting associations.

The following are regional institutional accrediting bodies: *Middle States Association of Colleges and Schools; New England Association of Schools*

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and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; and *Western Association of Schools and Colleges.*

Before registering to study in any educational institution in the United States, a foreign student should determine whether the institution is currently accredited by one of the regional associations or other agencies recognized by the United States Department of Education and the Council on Postsecondary Accreditation (COPA). By so doing, time, money, and effort may be saved. Credits are more easily transferred from one accredited institution to another; most scholarship, fellowship, and grant programs are available only for study in accredited institutions; and degrees and diplomas are more generally recognized among accredited institutions within the United States as well as by governments and universities in other countries. Accreditation alone is not a guarantee of high standards, but the lack of accreditation may be a warning that the degree or credit earned may not be acceptable to other institutions or the student's government. Accredited institutions can be identified in many of the publications listed in Selected Resource Materials beginning on page 45 of this booklet. In addition to institutional accreditation, professional associations accredit specific programs. Whether or not to seek such programmatic accreditation is an institutional prerogative and is therefore not considered as meaningful as institutional accreditation.

The Academic Year

The academic year at United States colleges is approximately 32 weeks long, and they begin their year from late August to late September. The year is divided into terms of various lengths, depending on the institution. Most common is the *semester* calendar, which divides the academic year into two terms of about 16 weeks each. The *quarter* system divides the academic year into three terms of about 11 weeks each. The *trimester* system, which is rather uncommon, divides the calendar year into

three equal terms of about 15 weeks each. A few holiday periods, ranging from one week to one month, fall during or between terms. Summer sessions, which vary from six to ten weeks in length, are not considered part of the academic year, but many colleges offer regular courses as well as some special programs. Through planned participation in summer sessions it may be possible to complete some four-year programs in as little as three years.

Courses and Grades

Each institution has its own system of grading, its own academic regulations, and its own degree requirements. Generally, instruction is divided into units called courses and, to earn a degree, students must successfully complete a required number and sequence of courses, which are assigned "credits" according to the number of class hours completed. Grades are issued at the end of each term usually in letters (A,B,C,D,F). Individual college bulletins should be referred to for specific information.

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2. Basic Considerations and Qualifications

Before students decide to study in the United States they should know what they want to accomplish through further education. What are the advantages of study in a foreign country? What are the career possibilities? Is a foreign education recognized in the home country for the pursuit of the chosen profession? Does study in the United States represent the best opportunity for personal development? Do the applicants have the necessary qualifications?

Educational Background

For Undergraduate Study. The basic requirement for admission to an undergraduate program is successful completion of secondary school. The secondary education should be one that has prepared students for university entrance in the home country. United States colleges have various admissions requirements, but as a general rule they expect a foreign applicant's records to reflect at least 12 years of primary and secondary schooling, and to meet the basic qualifications for university study in the home country.

For Graduate Study. All applicants to graduate school must have successfully completed an undergraduate program and earned a first academic or professional degree. As a rule, a foreign student should have completed no less than 16 years of primary, secondary, and higher education before considering graduate study in the United States.

Financial Support

Higher education in the United States is expensive. In 1983, an *average* budget for a foreign student for each academic year (usually representing about nine months) was about U.S. $11,500 at a private institution, and U.S. $9,000 at a public institution, and costs increase annually. These figures do not include expenses for vacation periods or during the summer months. At some expensive colleges it may cost as much as U.S. $16,000 for an academic year; at some low-cost *public* colleges, U.S. $5,000 may be sufficient for an academic year; at some low-cost *private* colleges, U.S. $6,000 may be sufficient.

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These figures include tuition costs, housing, food, and miscellaneous expenses for approximately nine months.

The cost of financing a college education in the United States is described in detail in a companion publication to this booklet, *Financial Planning for Study in the United States: A Guide for Students from Other Countries*. (See Selected Resource Materials.) The booklet discusses how to plan for the expenses involved and where to seek financial aid. Careful financial planning is absolutely necessary. A foreign student must not plan to come to the United States without a guaranteed means of support. Admission will not be granted by a college and travel documents will not be issued without certifiable evidence of such support.

English-Language Proficiency

Students must be able to read, write, speak, and understand the English language with a high degree of proficiency. Much of their success in academic programs will depend on their fluency in English. Most colleges require foreign applicants to demonstrate a certain level of English proficiency before they are admitted. This is usually determined by a standardized English-proficiency test, which is explained in Chapter 4. Students should learn as much English as possible before coming to the United States. Students who arrive with only an elementary level of proficiency in English may need a full year or more of intensive English-as-a-Second-Language training before they can undertake even a few regular academic courses. Such training will involve an additional investment of time and money.

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3. Preliminary Steps

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Ideally, planning and preparation for study in the United States should begin about 18 months before the anticipated date of enrollment. The academic year varies among institutions but generally begins between late August and late September. A prospective applicant should plan with this calendar in mind. There are several preliminary steps that should be taken in preparing to apply for admission.

1. Use information or education service agencies in the home country that provide free information and advice about study in the United States.
2. Select programs and institutions appropriate for individual goals.
3. Request information and application forms from selected institutions.

Use Existing Information

Students should normally begin their inquiries with one of the recommended agencies in the home country. Sometimes students waste time and money by using commercial agencies, or by applying directly to colleges before obtaining sufficient appropriate information.

Learning about education in the United States and selecting suitable institutions and programs of study can be greatly simplified if a student is able to draw upon the resources of the information or education service agencies located in the home country. These agencies house libraries where students may do their own research on education and opportunities for study in the United States. Some also provide advising centers where students can discuss questions relating to their particular interests and needs. Advisors should be familiar with the host-country's educational system and may compare the educational background of a particular student with that of other students from that country who are successfully studying in the United States. They may have specific information or material that will help a student decide on a particular program or institution. But students should check to see if the material is up to date because requirements, costs, and procedures change frequently.

If at all possible a student should visit one of these agencies in order to secure the best available

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information and advice. If it is impossible to visit the office in person, students should try to get as much help as they can by corresponding with the agencies. It should be remembered that free advice is nearly always available. Students should be wary of using the services of commercial agencies or representatives. Such recruiters are often paid on the basis of applications filed and may be overzealous in representing a college.

Foreign Student Information Clearinghouse

This computerized service can help identify colleges and universities in the United States based on a student's own specifications. To use this service, students specify the characteristics most important to them in their search for a college. The Clearinghouse puts this information into the system, which then provides a list of selected institutions that best meet the indicated requirements. A nominal fee is charged for the service.

The program was developed by the National Liaison Committee on Foreign Student Admissions in cooperation with the Bureau for Educational and Cultural Affairs of the United States Information Agency (USIA). It is administered by experienced counselors operating primarily in United States government-sponsored offices overseas, such as the United States Information Service (USIS) advising centers, binational centers, Fulbright Commissions, and overseas offices of the Institute of International Education. To request materials, students should contact their nearest United States Information Service (USIS) office, or write to The Foreign Student Information Clearinghouse, 888 Seventh Avenue, New York, New York 10106, U.S.A.

The following is a list of Clearinghouse processing centers, and it is suggested that students contact the center most convenient to them to request further information and materials.

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Foreign Student Information Clearinghouse Processing Centers

AUSTRALIA Canberra	Australian-American Educational Foundation
BELGIUM Brussels	Commission for Educational Exchange between the United States, Belgium, and Luxembourg
BRAZIL Rio de Janeiro	Commission for Educational Exchange between the United States and Brazil
CHILE Santiago	Opportunidades para Educacion Norteamericana
EL SALVADOR San Salvador	U.S. Information Service (USIS)
FRANCE Paris	Franco-American Commission for Educational Exchange
GUATEMALA Guatemala City	Instituto Guatemaltico Americano
HONG KONG Hong Kong	Institute of International Education
HONDURAS Tegucigalpa	Instituto Hondureno de Culturan Interamericana
INDIA New Delhi	U.S. Educational Foundation in India
IRELAND Dublin	U.S. Information Service (USIS)
JAPAN Tokyo	Japan-U.S. Educational Commission
KOREA Seoul	Korean-American Educational Commission
MALAYSIA Kuala Lumpur	Malaysian-American Commission on Educational Exchange

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MEXICO Mexico City	Institute of International Education
PANAMA Panama City	U.S. Information Service (USIS)
PAKISTAN Islamabad	U.S. Educational Foundation in Pakistan
PERU Lima	Commission for Educational Exchange between the United States and Peru
PUERTO RICO San Juan	The College Board
UNITED STATES New York	The College Board

Centers for Information about Education in the United States

Throughout the world many advising centers assist people who want to study in the United States. The task of selecting suitable programs of study and appropriate institutions can be greatly simplified if a student is able to seek the advice of an experienced educational adviser. Such services are often available at binational centers, United States International Information Service (USIS) offices, and offices of the Institute of International Education (IIE), or the America-Mideast Education and Training Services, Inc. (AMIDEAST). Many of these advising centers maintain libraries of basic reference works on study in the United States, as well as catalogs of universities and colleges and information on financial assistance. Others may offer individual advising and may also serve as testing centers for the standardized admissions tests and the Test of English as a Foreign Language (TOEFL).

The College Board's Office of International Education suggests that students should obtain further information about study in the United States, and up-to-date lists of advising centers in their area by writing to the United States Information Service (USIS), in care of the Cultural Affairs Officer of the

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American Embassy in the capital city of their country.

Select Institutions Appropriate to Goals

Students from overseas choose colleges in the United States for many of the same reasons they would choose colleges in their own countries. They make a realistic appraisal of their own capabilities and limitations, and take into consideration such factors as the academic reputation of the college, its programs of study, faculty, facilities, student life, costs, as well as the character and climate of the region and the environment of the college.

Information about colleges and programs of study can be found in several books available in agency libraries. There are many detailed reference works that describe hundreds of colleges and include such information as addresses, application deadlines, costs, curriculums, and degree requirements. There are also a number of guidebooks prepared specifically for foreign students.

More detailed information about specific institutions can be found in catalogs, also called calendars or bulletins, which are issued every year or two by colleges and made available to overseas libraries. In addition, information of this kind may be provided in the form of microfiche films and readers. Contents include statements of costs, degree requirements, descriptions of the courses and programs offered, and general information on admissions requirements, financial aid, facilities, student services, and campus life.

A list of Selected Resource Materials can be found on page 45.

Request Material from Selected Institutions

After reading the available literature and discussing educational plans with an adviser, students should write to the Office of Admissions at the institutions in which they are interested. ***Be sure to use airmail in all correspondence.***

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It is simple and effective to send each institution a completed copy of the form "Request for Application Material from U.S. Colleges and Universities," which requires no covering letter. The form is usually available from the local education advisory center.

A detailed letter providing the information outlined below is also appropriate.

1. Name, address, date of birth, citizenship, and native language.

2. A complete outline of educational background; number of years of education, where obtained, and academic performance (i.e., grades or marks, and class rank), and certificates and/or diplomas earned.

3. Proposed plan of study and the year and month of expected entrance to a United States institution.

4. Names and dates of any entrance examinations already taken or to be taken; i.e., Test of English as a Foreign Language (TOEFL); Graduate Record Examinations (GRE); Scholastic Aptitude Test (SAT); etc. (These and other tests are described in Chapter 3.) Results of the tests, if available, should be included.

5. Number of years the applicant has studied the English language.

6. Sources and amount of funds available for each year of study in the United States.

7. A request for complete information on requirements for admission, including placement and proficiency examinations, application dates, etc.

8. Students planning to apply for financial aid should make that fact known at this time.

The reply may be delayed for a number of weeks because institutions receive large numbers of inquiries and overseas mail is often slow. If students have selected institutions that offer the programs they wish to study and for which they are academically prepared, they will usually receive information and application materials from those institutions. *Always send letters by airmail.*

4. Applications

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Colleges in the United States differ in their procedures and requirements for admission of foreign students. Applicants should be careful to follow the specific instructions given by each institution. Always remember: *even though an institution receives an application for admission, it does not mean admission will be granted to the applicant.*

The components of an application include not only the actual "application for admission" form, but also some or all of the items listed below and described in more detail later. Each institution will specify which documents and information it requires.

1. Application fee.
2. Copies and certified translations of official records of the applicant's previous education.
3. Evidence of English proficiency, usually in the form of TOEFL scores.
4. Results of academic entrance examinations (SAT, GRE, etc.).
5. Letters of recommendation.
6. A statement of the applicant's financial resources for study in the United States.
7. Financial aid application forms if financial aid is sought.

Transfer students should include course descriptions, course syllabi, and information about the grading system used in the overseas institution attended.

College application deadline dates may be as early as October 1 preceding the following September in which the student would like to enter, while others may be as late as June 1 preceding a September entry date. In most cases the deadline for applications from foreign students is earlier than for United States citizens, especially if financial aid is requested. This is to compensate for possible delays in international mail, and to allow the admitted student enough time to complete visa and travel arrangements.

It is wise to start preparing the various parts of the application process at least eight months before the deadline in order to obtain all academic records and arrange for necessary tests. Applications received after the deadline are usually not considered.

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Application Forms

The application form usually asks for general information about the student: education and employment; choice of degree program; health; formal instruction and proficiency in English; and the amount of funds available for study at the college. Some also require the names of people from whom the student will ask for letters of recommendation, as well as a statement in the student's own words about career objectives and plans for study.

In completing an application a student should keep in mind the following points:

- Always give the name in exactly the same form and spelling on all application forms, test forms, correspondence, and other materials directed to the institution. In particular, the student should clearly indicate which name is the family (or last) name, as all records will be kept under that name.
- Indicate mailing address clearly, especially if it differs from home address. In order to avoid postal delays, institutions should be notified immediately if the address changes.
- Complete the application in full, answering all questions or indicating that the question does not apply. Periods of time not covered by education or employment should be explained. Incomplete applications may be returned for additional information, causing unnecessary delays.
- If two or more application forms are sent by the institution, complete them identically and, if requested, enclose two sets of documents.

Application Fees

Many colleges charge an application fee, ranging from U.S. $10 to $50, or higher. This fee must be paid at the time of filing an application. *It is not refundable, nor is it applicable to the cost of tuition.*

Records of Previous Education

On many application forms the student's previous education must be chronologically outlined and documented with academic records. In its instruc-

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tions, the college will specify what documents it requires. Original documents should be sent if possible. However, when such documents are difficult to replace, the student should ask if a certified true copy may be substituted.

The required documents will usually include:

1. Facsimile copies of grade or mark sheets for prior education.
2. Copies of diplomas or degrees.
3. Copies of the results of comprehensive examinations given regularly in the home country's educational system.

Some detailed and explanatory information may also be required, such as statements on the system of grades or ratings used to evaluate the student's academic performance, reports on where the student ranked academically among fellow students, lists of the subjects studied, and some description of course contents.

It is the students' responsibility to provide appropriate documents. It is unlikely that admissions officers will modify requirements for documentation, even if students report difficulty in meeting the requirement. Students will avoid delays if they follow the application instructions precisely in submitting previous academic records, rather than seeking to alter or waive those requirements.

English Proficiency Tests

Applicants whose native language is not English are usually required to present results of an examination of their English-language ability. Most United States colleges require the Test of English as a Foreign Language (TOEFL). Among other examinations that some institutions accept are the University of Michigan English Language Institute Test, and the test of the American Language Institute of Georgetown University (ALIGU). Prospective students should keep in mind that a number of colleges and universities offer their own intensive English programs. Many of them may determine admission on the basis of academic preparation, but require attainment of a specified level of English proficiency before a student may proceed with the academic program.

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The TOEFL test is administered through the Educational Testing Service 12 times a year at approximately 1,100 centers in some 140 countries and areas throughout the world. There are two TOEFL testing programs. Under the International Testing Program, the test is administered on Saturdays; under the Special Center Testing Program, the test is given on Fridays. The test fees are: *International*—U.S. $24 at centers in the United States and Canada; U.S. $26 at centers in all other countries or areas. *Special Centers*—U.S. $32 at centers in the United States and Canada; U.S. $34 at centers in all other countries or areas. Approximately one month after the test is taken, the results are reported to the student and up to as many as three institutions selected by the student.

Time intervals for registration and score reporting make it important for the student to take the TOEFL test well in advance of an institution's application deadline, and in any case not less than five weeks before the institution's application deadline.

Where to Register for TOEFL

To register for the test, you must have a copy of the TOEFL *Bulletin of Information*. Bulletins are usually available at United States educational commissions and foundations, United States Information Service (USIS) Offices, binational centers, and some private educational organizations. You may also request a *Bulletin* from the address given below for the country or area in which you plan to take the test. *Please remember, do not, under any circumstances, pay for a Bulletin since it is provided free of charge by Educational Testing Service.*

Algeria, Bahrain, Iran, Iraq, Kuwait, Libya, Oman, Qatar, Saudi Arabia, Sudan, United Arab Emirates:

AMIDEAST
P.O. Box 63507
Washington, D.C. 20035, U.S.A.

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Canada:
TOEFL Distribution Center
P.O. Box 162, Station S
Toronto, Ontario M5M 467
Canada

Egypt:
AMIDEAST
9 Gamal el-Din Abou el-Mahasen Street
Apartment 7, Third Floor
Garden City, Cairo, Egypt

Europe:
(all countries, including Cyprus,
Great Britain, Iceland, and Turkey):
CITO-TOEFL
P.O. Box 1203
6801 BE Arnhem
Netherlands

Hong Kong:
Hong Kong Examinations Authority
San Po Kong Sub-office
17 Tseuk Luk Street
San Po Kong
Kowloon, Hong Kong
or
Institute of International Education
Hong Kong Arts Centre, 12th Floor
2 Harbour Road, Wanchai
G.P.O. Box 10010
Hong Kong

India:
Institute of Psychological and
Educational Measurement
25-A Mahatma Gandhi Marg
Allahabad, U.P. 211 001, India

Indonesia:
Institute of International Education
P.O. Box 718
Kebayoran
Jakarta Selatan 10000, Indonesia

Japan:
Council on International Educational
Exchange
Sanno Grand Building, Room 216
14-2 Nagata-cho 2-chome
Chiyoda-ku, Tokyo, 100 Japan

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Jordan:
AMIDEAST
P.O. Box 1249
Amman, Jordan

Korea:
Korean-American Educational Commission
K.P.O. Box 643
Seoul 110, Korea

Lebanon:
AMIDEAST
P.O. Box 135-155
Beirut, Lebanon

Malaysia:
MACEE
TOEFL Services
355, Jalan Ampang
Kuala Lumpur 16-03, Malaysia

Mexico:
Institute of International Education
Londres 16, 2nd Floor
Apartado Postal 61-115
Mexico 06600 D.F., Mexico

Morocco:
AMIDEAST
25 bis, Patrice Lumumba
Appt. No. 8
Rabat, Morocco

Nigeria:
African-American Institute
Attn: TOEFL
P.O.B. 2382
Lagos, Nigeria

People's Republic of China:
China International Examinations Coordination Bureau
#35 Da Mu Cang Hu Tong
Xi Dan, Beijing
People's Republic of China

Syria:
AMIDEAST
P.O. Box 2313
Damascus, Syria

Taiwan:
The Language Training & Testing Center
2-1 Hsu-chow Road
Taipei, Taiwan 100

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Thailand:
Institute of International Education
Room 219
A.U.A. Language Center
179 Rajadamri Road
G.P.O. Box 2050
Bangkok 10501, Thailand

Tunisia:
AMIDEAST
BP 1134
Tunis, Tunisia

Yemen Arab Republic:
AMIDEAST
c/o Yemen-American Language Institute
Beit Al-Hamdi
P.O. Box 1088
Sana'a Yemen Arab Republic

All Other Countries and Areas:
TOEFL
CN 6154
Princeton, New Jersey 08541-6154
U.S.A.

Students should be aware that they may have to take English proficiency tests several times during the application process—when they first apply, later, if they have studied more English and are required to demonstrate improved proficiency, and again upon arrival at their United States institution for purposes of placement in English courses.

Foreign students studying in United States colleges at the present time add a word of caution to prospective students. They say that high scores on English examinations do not guarantee complete comprehension of classroom work, and they recommend that most new students should plan to enroll in some kind of English course during their first term to help them become more familiar with "American English."

Most colleges and universities in the United States require a score of 500 or higher on the TOEFL. A few institutions accept applicants with scores as low as 450; some require scores as high as 600. An institution's capability to offer intensive English-language training or supplemental courses

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in English-as-a-second language, as well as the nature of the academic program to be studied, influences the level of English proficiency required.

Academic Entrance Examinations

Many colleges and universities, as well as scholarship sponsors, require applicants to take entrance examinations. These provide a common measure for comparing the qualifications of applicants and are an aid in the evaluation of academic potential. *These examinations are in addition to English proficiency tests.*

The application instructions will indicate which, if any, of the several examinations described below are required, and how to arrange to take them. Like TOEFL, most examinations are given several times a year at overseas centers. Information and registration materials for the various tests may be available at local educational-counseling agencies.

Foreign students who have taken the various entrance examinations recommend that prospective students prepare in advance by becoming familiar with the type and format of the tests. Since foreign students are rarely acquainted with multiple-choice tests, it is particularly important to review sample questions, examples of which can be found in the TOEFL *Bulletin of Information.*

All examinations require registration at least one month prior to the testing dates. Test results are reported about one month after the examination. The test fee entitles students to have their score reports sent to as many as three or four institutions of their choice. An extra fee is charged if a student wishes to have test results sent to additional institutions.

For Undergraduates

Many first-year foreign undergraduate applicants will be required to take one or more of the tests sponsored by either the College Board or the American College Testing Program (ACT), in addition to TOEFL. A description of these tests follows.

The Scholastic Aptitude Test (SAT) of the College Board is a 2½-hour multiple-choice test that measures verbal and mathematical skills. The 30-min-

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ute multiple-choice Test of Standard Written English (TSWE) is administered with the SAT. Additional one-hour Achievement Tests may also be required in various subjects, such as chemistry, mathematics, history, certain foreign languages, etc. These tests, together with the Student Descriptive Questionnaire (SDQ), which allows students to show their special interests and needs, make up the College Board's Admissions Testing Program (ATP). Students should note that they cannot register to take the SAT and Achievement Tests on the same test date. The fees (which are subject to change) are U.S. $11 for the SAT, and U.S. $18 for up to three Achievement Tests. An overseas processing fee of U.S. $5 is charged for each test taken in countries other than Canada, Mexico, Puerto Rico, and United States' possessions. For further information about the Admissions Testing Program, students should request copies of *About the Achievement Tests*, which includes some sample questions, and the *Western/Foreign Student Bulletin*. These publications may be obtained free of charge by writing to: Educational Testing Service, ATP Publications Orders, CN 6212, Princeton, New Jersey 08541-6212, U.S.A.

The American College Testing Program (ACT) also offers an entrance examination that is required by some undergraduate institutions. The ACT is an objective test designed to assess general educational development in four subject areas—English, mathematics, social studies, and natural sciences. The test also includes a profile section of academic and nonacademic information about the student's achievements and goals. The test fee, which is subject to change, is U.S. $9.50. Registration materials and other information may be obtained by writing to: American College Testing Program, P.O. Box 414, Iowa City, Iowa 52243, U.S.A.

For Graduates

Since most academic graduate departments within a university establish their own entrance requirements, including admissions tests, it is often necessary to write to the institution directly to find out which tests are required from entering students. This is particularly true for graduate students seek-

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ing admission to programs such as mathematics, history, engineering, physics, and chemistry, where some departments within an institution will require one or more of the Graduate Record Examinations (described below), and others will not. Because entrance requirements differ, it is advisable for students to inquire whether the counseling agency has catalogs for graduate schools in which they are interested.

The Graduate Record Examinations (GRE) are administered by Educational Testing Service for the Graduate Record Examinations Board. The tests include a 3½-hour General Test designed to measure verbal, quantitative, and analytical ability, and 17 separate Subject Tests, each about three hours in length. Subject Tests measure knowledge and understanding of subject matter basic to graduate study in specific fields. Scores on either the General or Subject Tests, or both, are used by many graduate and professional schools and fellowship sponsors to supplement undergraduate records and other indicators of students' potential for graduate study. The fees are U.S. $39 for the General Test or a Subject Test administered outside the U.S., U.S. territories, and Puerto Rico, or U.S. $68 for both tests. The GRE *Information Bulletin*, which includes registration forms, is available at no cost from Educational Testing Service, Princeton, New Jersey 08541-6014, U.S.A.

The Graduate Management Admission Test (GMAT). Graduate schools of business usually require applicants to take this test, which measures general verbal and mathematical skills that are developed over a long period of time and are associated with success in the first year of study at graduate schools of management/business. The fee for the test, administered overseas, is U.S. $36. Information and registration materials may be ordered at no cost from: Educational Testing Service, CN 6103, Princeton, New Jersey 08541-6103, U.S.A.

First Professional Degree Programs

For students seeking entrance to certain first professional degree programs (often postgraduate programs), such as law or medicine, the test requirements are more specific. Applicants to law school

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would need to take the Law School Admissions Test (LSAT), and applicants to medical school would need to take the Medical College Admissions Test (MCAT). To obtain further information about these tests, it is advisable for applicants to law school to write to: Law School Admission Council, Box 2000, Newtown, Pennsylvania 18940, U.S.A., and for applicants to medical school to write to: American Medical Colleges Application Service, One Dupont Circle, Washington, D.C. 20036, U.S.A.

Personal Recommendations

Colleges often require an applicant to submit letters of recommendation. Normally these should be written by teachers with whom the student has studied. Employers may also be suitable, if the employment was in a professional area in which the student now seeks further education.

If students are applying for graduate admission, the college or university will probably ask that the recommendations include a somewhat detailed analysis of their capabilities and promise in the academic area of their planned specialization. Some colleges supply the forms for use in this procedure.

Recommendations should be mailed directly to the institutions by the writer. Evaluations that judiciously weigh the students' weaker qualities along with their stronger qualities carry more significance than entirely favorable recommendations.

Interviews

In some cases, colleges require or recommend that an overseas applicant be interviewed by one of their representatives, or by a representative at a counseling agency, before they determine eligibility for admission or financial aid. Such agencies as the Institute of International Education (IIE), America-Mideast Educational and Training Services, Inc. (AMIDEAST), and some United States education commissions provide this service for institutions in the United States. If the college wants the student to be interviewed, the student will be notified to

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make an appointment with the appropriate agency.

Interviews are occasionally conducted by visiting professors or graduates of the college who are in the applicant's country.

Statement of Finances

In order to have complete and accurate information about funds available, nearly all colleges require prospective students to submit a financial statement. The college must have received such certification before it can issue immigration forms to the student. This statement may be either a section of the application with detailed questions about financial resources, or a separate questionnaire. Many institutions also require students to support their financial statements with affidavits. Some institutions require students to complete a "Foreign Student's Certification of Finances" form, provided to colleges by the College Board's College Scholarship Service (CSS).

It cannot be emphasized too strongly: *a foreign student must not plan to come to the United States without guaranteed means of support at the level indicated necessary by the university.*

Financial Aid Forms

If prospective students have notified institutions that they wish to apply for financial aid, they may receive a financial aid application form in addition to the application for admission form. Many institutions use a standardized form provided by the College Scholarship Service of the College Board called "Financial Aid Application for Students from Foreign Countries."

This form requires students to furnish accurate information about family resources, the amount of funds available from other sources, and the amount of financial aid they need. It is important that all questions be answered as completely and accurately as possible. Because few financial awards cover all expenses, and aid is extremely limited, only those students who are highly qualified and show extreme financial need are likely to be eligible. Most institutions in the United States award

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little, if any, financial aid to foreign students. Those that do award aid usually wait until the student has successfully completed one year of study.

Higher costs and decreasing funds from outside sources have meant that opportunities for financial aid at most institutions are much more limited than they were even a few years ago. Competition for financial aid is keen at all levels.

A foreign student wishing to apply for a scholarship from a university is well advised *not* to limit scholarship applications to those institutions with international prestige. There may be less competition at other, less-renowned colleges, offering similar and totally acceptable programs.

Work Opportunities

Students should not come to the United States planning to secure work to pay for any part of their expenses. Foreign students are not allowed to work in the United States unless they have been granted work permits by the United States Immigration and Naturalization Service (INS). While permission can be given at some institutions for work on campus as part of the student's financial aid package, employment off the campus must be approved by the INS, and permission is given only if serious and unforeseen changes take place in a student's financial arrangements after arrival in the United States, and after at least one year of academic work has been completed.

5. Final Preparations

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Answer Acceptances

It sometimes takes several months for colleges to make decisions on the admissibility of applicants. Some institutions review all applications together and notify students on a given date. Others review applications individually, as soon as they are complete, and notify the students right away.

Delays can pose problems for a foreign student. An applicant may be accepted by one college but would prefer to attend another that has not sent notification of acceptance. In such instances, letters should be written to both colleges to advise them of the situation. If offers of financial aid are involved, it is especially important that the student make a decision as soon as possible.

Many graduate schools have a common reply date of April 15. This means that accepted students have until that date to make their decision known to the colleges. Likewise, many undergraduate colleges have a common reply date of May 1.

Once a student has reached a decision and accepted an offer of admission, a commitment to attend the college has been made, and often the student is required to send a deposit of up to U.S. $100 or more as an indication of intention to enroll.

Obtain Visa

After a student has accepted the offer of admission and paid the deposit, if required, the institution will issue the Certificate of Eligibility—Form I-20 for Student or IAP-66 for Exchange Visitor—necessary to obtain a United States visa. On the form the institution verifies the student's eligibility for admission with respect to scholastic qualifications, English proficiency, and finances. The completed form also states the estimated costs for one year—tuition, fees, and living expenses—and describes any financial aid that has been offered.

To apply for a Student (F-1) or Exchange Visitor (J-1) visa, the student takes the Certificate of Eligibility (I-20 or IAP-66) received from the institution to the nearest United States Consulate or Embassy, along with a valid passport and proof of sufficient financial support for college study. Students must

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prove to Consulate officials that they can meet expenses without counting on employment in the United States. The applicant must also have convincing evidence of intent to return to the home country after completing the stated educational goal: study in the United States may not be used as a stepping-stone to immigration. Applicants must also meet other general immigration requirements, such as health clearance.

There are many immigration regulations with which a foreign student should become familiar. The Consulate will provide information on such matters as extension of stay, bringing families to the United States, permission to work, and transfer to another college. Students should be aware that (1) they *must* attend the college whose Certificate of Eligibility form they have used to obtain the visa; (2) immigration regulations generally prohibit students from holding jobs off campus; (3) they should *not* count on employment to finance their studies; and (4) full-time enrollment is usually mandatory.

Orientation Programs

Foreign students' adjustment to college life in the United States will be eased if they have some prior knowledge of its educational and cultural environment. Some knowledge of these things may be gained by reading, but orientation programs can be of great assistance.

Predeparture Orientation

Perhaps the most valuable orientation session is one held in the student's home country, where a perspective of the United States can be gained within the context of the home culture. Some overseas education agencies and USIS offices conduct such predeparture orientations for students going to the United States. Programs often include opportunities to talk with students who have returned from the United States or with visiting professors and students from the United States. Students should inquire at the local educational advising office about predeparture orientation opportunities, and also find out about orientation opportunities

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that may be available at the United States institutions in which they are interested.

Postarrival Orientation

Most United States colleges provide an orientation session on arrival for all new students before they begin classes. Programs designed for foreign students may meet several days before the term begins, or they may extend over a period of several weeks during the academic year. Orientation programs may be available through the foreign student advising office, or campus cultural associations. Students should arrange travel schedules to permit participation in these programs.

A number of universities throughout the United States offer summer orientation programs. Some include English-language training, others provide brief courses for foreign students in specific fields, such as law, economics, and engineering.

Detailed information on orientation programs, including their cost, will be sent to students when they are admitted to an institution and also may be found in a booklet entitled *English Language and Orientation Programs in the United States*. If not available at a local educational counseling agency, this publication can be ordered from the Institute of International Education. (See Selected Resource Materials, page 45.)

Homestay and Travel Programs

Another kind of orientation, for students who are able to come to the United States about a month before their studies begin, is provided by the "homestay" program of the Experiment in International Living. Students accepted for homestays are placed in homes in the United States en route to or in the vicinity of their college or university. They will be treated as members of the family, not as guests. The family receives no payment—it opens its home as a gesture of international goodwill.

The Experiment in International Living charges an administrative fee for the homestay, which lasts approximately three weeks, plus a fee for health and accident insurance. Applications for the home-

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stay program may be addressed to: The Experiment in International Living, U.S. National Office, Brattleboro, Vermont 05301, U.S.A.

Some institutions have homestay programs of their own. Families living near the institution arrange to host a new foreign student for several days. Students may write to the Admissions Office, or the International Student Office at the institution, to inquire whether such a program exists.

VISIT. The International Student Service arranges VISIT programs for foreign visitors to travel within the United States. In many communities, local organizations will meet traveling students and provide home hospitality, or arrange housing at reasonable cost, as well as trips to places of interest in the area.

Students traveling in the United States en route to their universities may wish to take advantage of VISIT. They must arrange the trips in advance, of course, with sufficient time for stopovers. For information and applications write to: International Student Service, 291 Broadway, New York, New York 10007, U.S.A.

Smooth Arrival

Before departing for the United States students will usually receive information from the institution to help in preparation for the stay on campus, including information on orientation, housing, registration procedures, health forms, compulsory health insurance, the kind of clothing appropriate for the locale and climate, the amount of money it is advisable to have available upon arrival, etc.

Also included will be such practical details as when to arrive on campus, how to get there, and whom to see first. Foreign students already attending colleges in the United States suggest that if a new student does not receive such information, a letter should be sent to the Office of Admissions or the International Student Office at the institution to inquire about arrival details. Most institutions have an international student office and a foreign student adviser who is available to help foreign students get off to a good start.

International Student Service. A foreign stu-

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dent's first encounter with the United States—at the port of entry where there are many formalities and procedures to be attended to—can be overwhelming. To ease arrival, the International Student Service (ISS) arranges to meet students at airports and seaports. Representatives of ISS, wearing blue and white "Foreign Student Adviser" armbands, will assist foreign students in obtaining inexpensive overnight accommodation at the port of entry, in making travel arrangements to their destination, and in dealing with other immediate problems that may arise.

A student wishing to be met should request this free service well in advance of the arrival date. "Arrival Information Request" forms are available in most visa offices, or may be sent to a student by the institution he or she will be attending. Students must provide ISS with the date and time of arrival and other information requested. For further information write to: International Student Service, 291 Broadway, New York, New York 10007, U.S.A.

Suggested Checklist for Foreign Students Applying to Study in the United States

Before Initial Application

1. Appraise English proficiency.
2. Confer with knowledgeable individuals who are able to provide counsel and information.
3. Review academic objectives and define goals.
4. Appraise academic ability.
5. Select criteria for kind of institution sought (large, rural, private, etc.). (See Foreign Student Information Clearinghouse.)
6. Review financial need and sources of funds to meet the need.
7. Review reference books and college and university catalogs.

Application Stage

1. Write to individual institutions giving basic information about academic interests, academic background, and level of study completed.
2. Apply as early as possible to take required entrance examinations (TOEFL, SAT, ACT, GRE, GMAT, etc.).
3. Complete preliminary institution application, if required.
4. Complete formal application.
5. Make a special effort to meet all application deadlines.
6. Submit promptly all supporting documents (academic records—with translations, letters of recommendation, diplomas or degrees received, documentation of financial resources, etc.).
7. Investigate all outside financial aid possibilities and note application deadlines.

After Acceptance

1. Reply by required date in order to assure both admission and financial aid, if offered.
2. Move quickly to satisfy any special conditions of admission (e.g., improving English proficiency, retaking TOEFL, submitting certification of completion of degree, etc.).
3. Make housing arrangements as early as possible.
4. Immediately pay all deposits for housing and enrollment.

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Glossary

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Academic year: The period of formal academic instruction, usually extending from late August or September to May or June. It is divided into terms of various lengths, depending on the institution: early-start semesters (two terms running from late August to mid-May); traditional semesters (two terms running from late September to early June); trimesters (three terms usually running from September to December, January to April, May to August); or quarters (three terms running from late September to mid-December, early January to mid-March, late March to early June.)

Accredited: Institutional accreditation means approval by regional associations of colleges and universities and secondary schools (regional accreditation). Individual programs, departments, or colleges are accredited by nationally recognized professional associations (professional accreditation). Institutional accreditation affects not only the transferability of credits from one institution to another before a degree program is completed, but also the recognition of the degree.

Advanced placement: Placement in advanced, rather than basic, undergraduate courses, granted to a student on the basis of prior study or experience (usually indicated by the student's performance on special examinations such as those administered by the College Board's Advanced Placement (AP) Program).

Advanced standing: Standing granted on the basis of credit granted for academic work completed in accredited United States institutions and recognized overseas universities previously attended. Advanced standing reduces the number of credits needed to earn the first degree.

Assistantship: A study grant of financial aid to a graduate student that is offered in return for certain services in teaching or laboratory supervision (as a teaching assistant) or services in research (as a research assistant).

Board and room: A charge to the student living in either a residence hall or in other quarters where food is provided.

Class rank: A number or ratio expressing a student's academic position in his or her class (for this purpose "class" is normally considered to be all students graduating from a secondary school or university program in the same year). A student who ranks first in academic performance in a class of 100 would usually report class rank as 1/100; a student who ranks last in that class would report class rank as 100/100.

College: An institution of higher education, postsecondary

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level, that offers undergraduate programs—usually of four years' duration—leading to a bachelor's degree in arts or sciences. Junior or community colleges offer two-year programs leading to associate degrees in arts, sciences, and various technical programs. In addition, the term is used in a general way to refer to all postsecondary academic institutions.

Course: A series of classes (lectures) in a particular subject, such as "Introductory Chemistry" or "Twentieth-Century French Literature." Courses consist of regularly scheduled class sessions of one to five (or more) hours per week throughout the term. A degree program is made up of a specified number of required and elective courses.

Credits: Numerical units that are used by institutions to record the successful completion of courses of instruction. Each credit usually indicates one-hour per week during which the student has attended the course over the entire term. (The catalog, bulletin, or calendar of a college or university defines the amount and type of credit required to earn a degree, and states the value in terms of degree credit—or "credit hours"—for each course offered.)

Electives: Courses that students may "elect" (choose freely) to take for credit toward their intended degrees—as distinguished from courses that are specifically required. Such student-selected courses are a normal part of degree programs in United States institutions.

Fees: An amount charged by an institution, in addition to tuition, to cover costs of institutional services.

Fellowship: A study grant usually awarded to a graduate student.

Financial aid: A general term that includes all types of scholarships or grants of money, loans, and part-time jobs offered to a student. (See specific listings for Tuition waiver, Assistantship, Fellowship.)

Full-time student: One who is enrolled in an institution and taking a specified minimum number of academic credits as determined by the institution.

Grade-point average (GPA): A number calculated on the basis of the amount and quality of course work that has been completed in United States institutions. Students in other countries should not try to provide a grade-point average on their admissions applications but should instead refer the institutions to the accompanying detailed records of their education.

Grading system: Colleges, universities, and secondary

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schools commonly use a system of letter grades. While many variations exist to indicate the quality of a student's academic performance, the following is the most common: A (excellent), B (good), C (average), D (below average), and F or E (fail). A grade-point average of C or higher is usually required for an undergraduate student to continue his studies; B or higher is usually required for a graduate student to continue. Sometimes grades of P (pass), S (satisfactory), and N (no credit) are also used. In grading systems where percentage scales are used, 100 percent is the highest mark, and 70 percent (or 65 percent) is usually the lowest pass mark.

Graduate: May refer to programs of study, students, or schools, and indicates the level of advanced study that can normally be entered only by students who hold a United States bachelor's degree or its equivalent.

High school: The common name for secondary school in the United States.

Laboratory class: A class (commonly part of a course in the sciences) in which students conduct scientific experiments for two or more consecutive hours per-class session in a laboratory. It provides a practical application of principles being taught.

Language laboratory: A room with special equipment for developing skills in speaking and listening to a foreign language (including English studied by foreign students).

Lecture class: A class that features the most common method of instruction in college and university courses: a faculty member lectures to groups of from 20 to several hundred students at a time. Students who meet in large lecture sessions for a course usually also have small group-discussion sessions.

Liberal arts: Also called "liberal arts and sciences" or "arts and sciences"—a term with various definitions, all of which include the study of the humanities (languages, literature, philosophy, the arts, etc.), the social sciences (economics, sociology, anthropology, history, political science, etc.), and the sciences (including mathematics, etc.).

Maintenance: Used to describe the expenses incurred when attending college, such as room (living quarters), board (meals), clothing, laundry, local transportation, and other essential, day-to-day personal costs.

Major: The subject (or academic department) in which candidates for bachelor's degrees concentrate their studies, usually in their past two undergraduate years (also may be similarly used in graduate study programs).

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Minor: The secondary subject (or academic department) in which candidates for bachelor's degrees may concentrate their studies to a lesser extent than in their "majors" (also may be similarly used in graduate study programs).

Nonresident: Pertains to students who do not meet the residence requirements of the state or city in the case of a public college or university. Usually, "residence" relates to a persons' domicile or permanent home. In public institutions, tuition, fees, and admissions policies may differ greatly for residents (those whose home is in the area) and nonresidents (those whose home is not in the area). Foreign students are classified as nonresidents unless they immigrate and become permanent residents of the city or state in which the institution they attend is located. Most institutions may not classify a foreign student who holds a student visa as a resident.

Notarized: The certification, by a public official known in the United States as a Notary Public, verifying the authenticity of a signature on a document or statement. Applicants from other countries should have their documents certified or notarized in accordance with the specific instructions of the institutions to which they are applying, *and* in accordance with the legal requirements of their own country.

Out-of-state: See "Nonresident."

Plan of study: A detailed description of the program the applicant plans to pursue at the institution, often requested on an application-for-admission form. (The plan should be designed to realize the objectives given in the student's "Statement of purpose.")

Prerequisites: Programs or courses a student is required to complete before being permitted to enroll in a more advanced program or course.

Quarter: See "Academic year."

Recommendation, letter of: A letter or statement appraising an applicant's qualifications for admission written by a professor or employer who knows the applicant's character and work. Also called "personal recommendation," "personal endorsement," or "personal reference."

Requirements: As in "degree requirements" or "requirements for the degree"—the number and type of credits an institution prescribes for its degrees. See "Credits." Or, in other cases, requirements for admission.

Resident: See "Nonresident."

Scholarship: A study grant, sometimes supplied in the form of a fee cancellation or waiver.

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Scores: Numerical ratings of performance on certain types of examinations or tests used in the United States.

Semester: See "Academic year."

Seminar: A form of instruction that combines independent research with meetings of small groups of students with a professor to present and discuss reports. Most often used at the graduate level.

Social security number: A number issued by the United States government to identify an individual in connection with social insurance programs; anyone who works regularly in the United States must obtain one. Many educational institutions use social security numbers as student identification numbers. If a foreign student will be working, a temporary social security number is assigned until a permanent one is obtained.

Special student: A student in a college or university who is not enrolled as a candidate for a degree (either because he or she does not want to be, or is not eligible to be, a degree candidate); sometimes called nonmatriculated student.

Statement of purpose: A description of the career the applicant intends to pursue, after becoming qualified. Often requested on an application for admission form. See "Plan of study."

Subject: An academic discipline or area of learning covering one topic, such as: chemistry, history, mathematics, etc.

Transcript: A certified copy of the applicant's academic records of previous studies showing courses and examinations completed and grades or marks received.

Transfer student: A student who has earned credit in one institution and moves to another to complete additional credit.

Trimester: See "Academic year."

Tuition: The amount of money the institution charges for its formal instruction. Tuition does not include the cost of books. A figure given for the annual "tuition and fees" usually represents the amount charged for full-time study throughout a regular academic year, including minimal fees charged to every student for such things as registration and student activities.

Tuition waiver: A form of financial aid whereby the institution absorbs the cost of the student's tuition. The student neither receives money nor pays tuition.

Undergraduate: Pertaining to two- or four-year programs

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of study in a college or university that follow secondary education and lead to the associate or bachelor's degree.

University: A complex educational institution that usually includes one or more four-year undergraduate colleges; a graduate school awarding master's and doctor's degrees in the liberal arts and sciences; and at least one degree-granting professional school.

Zip code: A number in mailing addresses that designates postal delivery districts in the United States.

Selected Resource Materials

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Many of the publications listed on the following pages can be found in the libraries of overseas education agencies, the United States Information Service (USIS) offices, and university collections of materials on higher education in the United States. This list is, of course, only partial, and the student may have access to other sources that may prove helpful. In addition, many USIS offices and overseas agencies have prepared booklets designed for students from particular countries around the world.

The publications can also be ordered from the addresses listed. All prices are quoted in United States currency, and were current at the time of publication of this booklet.

General Directories and Guides

American Universities and Colleges. Twelfth edition. American Council on Education, 1983. Presents descriptive entries for each of the 1,450 colleges and universities that are regionally accredited. (Walter de Gruyter, 200 Saw Mill River Road, Hawthorne, New York 10532, U.S.A. $99.)

Bibliography. Institute of International Education, 1979. An annotated bibliography on United States higher education. Sections include general directories, specific fields of study, and general references. It also lists publications of interest to both foreign students and United States nationals. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A. Single copy free, or $10 per 100.)

Financial Planning for Study in the United States: A Guide for Students from Other Countries. Revised edition: 1984. College Entrance Examination Board. The companion publication to this booklet. Gives general statements on costs of study, including average figures for tuition, housing, books, and other expenses. Discusses how to plan financial resources, and types of aid available to foreign students. (College Board Publications, Box 886, New York, New York 10101, U.S.A. Bulk orders only in packages of 50 copies: $25. Individual copies should be available at advising centers.)

The Moton Guide to American Colleges with a Black Heritage, 1982-83. (Robert R. Moton Memorial Institute, 2011 S Street, N.W., Washington, D.C. 20001, U.S.A. $5.)

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Particularly for Undergraduates

American Community, Technical, and Junior Colleges – A Guide: 1984. Ninth edition. (Macmillan Publishing Co., 866 Third Avenue, New York, New York 10022, U.S.A. 1,000 pages. $85.)

The College Cost Book, 1984-85. Fifth edition. College Entrance Examination Board. A step-by-step guide to paying for college, which lists expenses at more than 3,500 postsecondary institutions in the United States that helps students estimate financial need. (College Board Publications, Box 886, New York, New York 10101, U.S.A. $10.95.)

The College Handbook, 1984-85. Twenty-second edition. College Entrance Examination Board. A comprehensive directory with detailed descriptions provided by more than 3,000 two-year and four-year colleges and universities. Summarizes curriculum, admissions, and testing requirements, as well as yearly expenses. (College Board Publications, Box 886, New York, New York 10101, U.S.A. $14.95.)

Community, Technical, and Junior College Directory: 1984. American Association of Community and Junior Colleges. General information on two-year colleges. (American Association of Community and Junior Colleges, One Dupont Circle, Washington, D.C. 20036, U.S.A. $20.)

The Community, Technical, and Junior College in the U.S.A. – A Guide for Foreign Students. Institute of International Education, 1978. A guide to junior and two-year colleges that describes their patterns and purposes, and includes costs. Published in cooperation with the American Association of Community and Junior Colleges. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A. $4.50.)

Comparative Guide to American Colleges: 1983. Eleventh edition. General information on each regionally accredited college and university. (Harper & Row, 10 East 53 Street, New York, New York 10022, U.S.A. $12.95.)

Index of Majors, 1984–85. Seventh edition. College Entrance Examination Board. This edition includes major programs of study at more than 2,800 two-year and four-year colleges and graduate institutions, plus lists of colleges that have religious affiliations, special academic programs, and special admissions procedures. It also summarizes curriculum and testing requirements, and yearly expenses. (College Board Publications, Box 886, New York, New York 10101, U.S.A $11.95. Special-price combination offer of *The College Handbook, 1984–85*, and *Index of Majors, 1984–85:* $18.95. Also available from College Board Publications at the above address.)

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Particularly for Graduates

Fields of Study in U.S. Colleges and Universities: A Guide for Foreign Students. Institute of International Education, 1979. Describes fields offered in higher education in the United States, and includes sources of further information and a cross-reference list of subfields. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A. $1.50.)

Graduate Management Admission Test (GMAT): Bulletin of Information. Educational Testing Service, 1984. The *Bulletin* provides complete information for candidates, including descriptions of the test – which measures abilities related to success in the study of management – sample questions, and registration form. (Educational Testing Service, CN 6103, Princeton, New Jersey 08541–60043, U.S.A. Free.)

Directory of Graduate Programs: 1986 & 1987. Graduate Record Examinations Board and Council of Graduate Schools in the United States. Educational Testing Service. (Updated and revised biennially.) A four-volume, comprehensive guide to more than 800 graduate schools in the United States, by programs and institutions. Tabular and narrative sections provide information about: Volume A: Agriculture, Biological Sciences, Psychology, Health Sciences, Home Economics; Volume B: Arts and Humanities; Volume C: Physical Sciences, Mathematics, and Engineering; Volume D: Social Sciences and Humanities. (Educational Testing Service, Princeton, New Jersey 08541-6014, U.S.A. $14.95 per volume; $59.80 per set.)

Official Guide to the Graduate Management Admission Test (GMAT). Educational Testing Service, 1984. This publication includes a comprehensive math refresher, detailed descriptions of each type of question in the test, and test-taking strategies. It contains three full-length GMAT tests. (Educational Testing Service, CN 6108, Princeton, New Jersey 08541–6108, U.S.A. $9.95 if purchased in the U.S.; $20.95 for airmail delivery outside the U.S.

Official Guide to MBA Programs, Admissions, & Careers. Educational Testing Service, 1984. Describes more than 500 graduate management programs. Educational Testing Service, CN 6108, Princeton, New Jersey 08541-6108, U.S.A. $9.95 if purchased in the U.S.; $20.95 for airmail delivery outside the U.S. For a two-volume set of the *Official Guide to the GMAT*, and the *Official Guide to MBA Programs*, the price is $17 if purchased in the U.S., or $32 for airmail delivery outside the U.S. For further information, write to the addresses given.

Study of Agriculture in the U.S.: A Guide for Foreign

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Students. Institute of International Education, 1979. This book introduces the foreign national to the opportunities for higher education in the field of agriculture in the United States, and contains a guide to accreditation, costs of study, instruction and grading, and visa requirements. Gives information on how to choose an institution in the United States, and includes a career-opportunity chart, a directory of two-year and four-year institutions and graduate schools, a topographical map, and a list of overseas counseling offices. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A. $4.50.)

Other Useful Publications

The College Board Achievement Tests: 14 Tests in 13 Subjects. College Entrance Examination Board, 1983. Complete, actual Achievement Tests given by the College Board in English Composition, Literature, American History and Social Studies, European History and World Cultures, Mathematics Level I, Mathematics Level II, French, German, Hebrew, Latin, Spanish, Biology, Chemistry, and Physics. A description of the contents of the Achievement Tests is also included, as well as information on why the tests are given, when to take them and how to prepare for them, and scoring methods. (College Board Publications, Box 886, New York, New York 10101, U.S.A. $9.95.)

English Language and Orientation Programs in the United States. Institute of International Education, 1984. A guide for foreign students seeking information on English language and academic-orientation programs. Describes over 700 summer programs and academic-year programs. Also lists and describes degree and certification programs in Teaching English as a Foreign Language. (Institute of International Education, 809 United Nations Plaza, New York, New York 10017, U.S.A. $5.)

Directory of Overseas Advising Centers. College Entrance Examination Board, 1985. A list of addresses of United States government-sponsored educational overseas advising centers. (College Board Publications, Box 886, New York, New York 10101, U.S.A. $7.)

10 SATs. Scholastic Aptitude Tests of the College Board. College Entrance Examination Board, 1983. Ten actual, recently administered, SATs. The book includes descriptions of both the SAT and the Test of Standard Written English; information on how the tests are organized; advice and suggestions on preparing for the SAT; instructions on how the tests are scored with an explanation of what the scores mean; and answer sheets and

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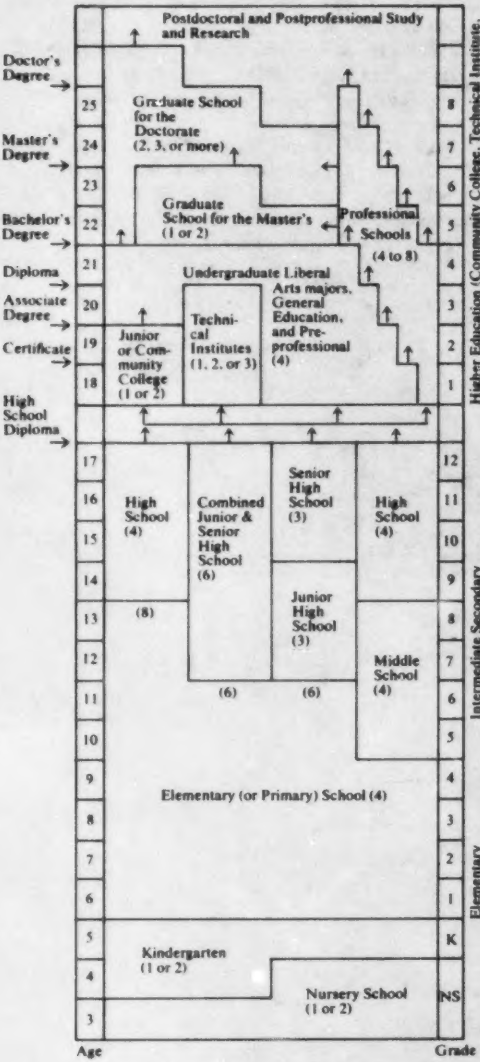
answer keys. (College Board Publications, Box 886, New York, New York 10101, U.S.A. $8.95.)

Test of English as a Foreign Language (TOEFL). A program that evaluates English proficiency of foreign students. Results are used mainly in admissions and placement at colleges and graduate schools. The following publications may be helpful: *TOEFL Bulletin of Information and Application and Application Form – Overseas Edition, 1984–85*. Free. *TOEFL Test and Score Manual, 1985*. Free. *TOEFL Sample Test, 1985*. $3. *Understanding TOEFL: Test Kit 1*, and *Listening to TOEFL: Test Kit 2*. $13 alone, or $11 each with TOEFL Application Form. (Educational Testing Service, TOEFL Services, CN 6151, Princeton, New Jersey 08541–6151, U.S.A.)

Structure of Education in the United States


Postdoctoral and Postprofessional Study and Research
Doctor's Degree
Master's Degree
Bachelor's Degree
Diploma
Associate Degree
Certificate
High School Diploma
Graduate School for the Doctorate (2, 3, or more)
Graduate School for the Master's (1 or 2)
Professional Schools (4 to 8)
Undergraduate Liberal Arts majors, General Education, and Pre-professional (4)
Junior or Community College (1 or 2)
Technical Institutes (1, 2, or 3)
High School (4)
Combined Junior & Senior High School (6)
Senior High School (3)
High School (4)
(8)
Junior High School (3)
Middle School (4)
(6)
(6)
Elementary (or Primary) School (4)
Kindergarten (1 or 2)
Nursery School (1 or 2)
Higher Education (Community College, Technical Institute, College, University, or Professional School)
Intermediate Secondary (Academic, Vocational, or Technical)
Elementary
Age
Grade

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